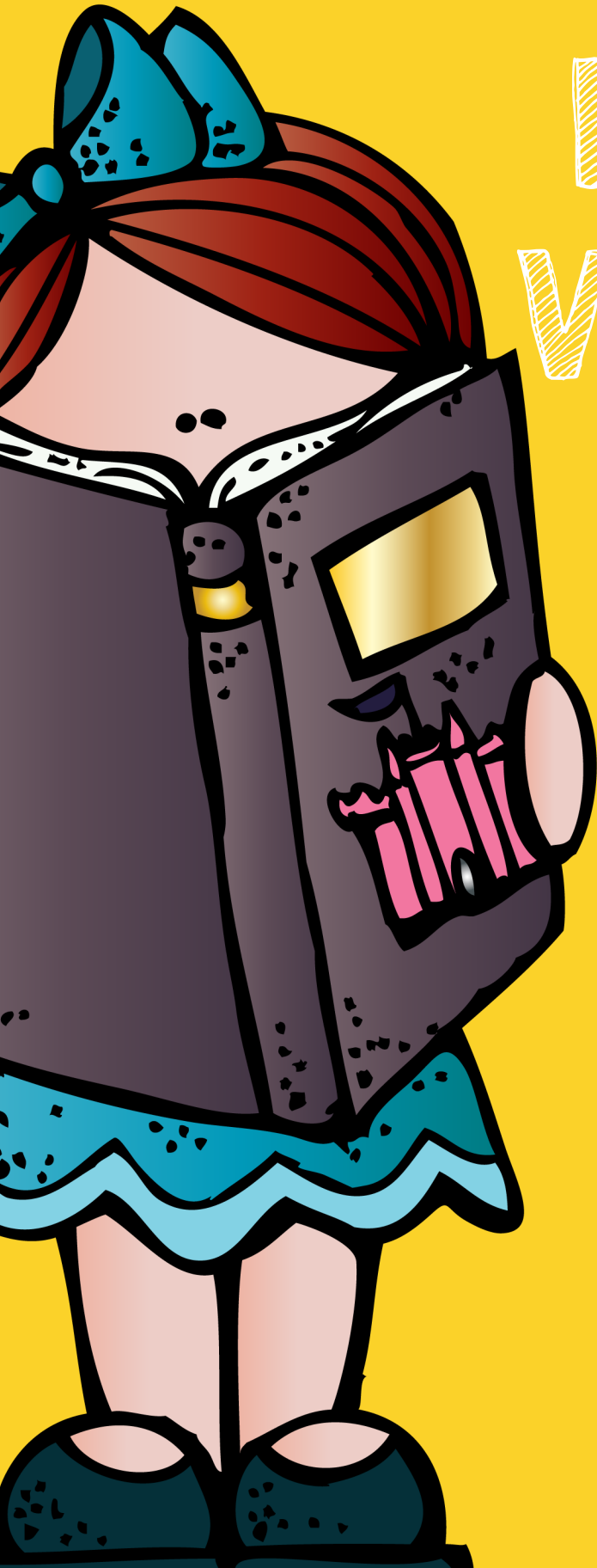


LAUNCHING

Reader's Workshop



○	a unit to help begin reader's workshop in your classroom
○	Included: lessons anchor charts student writing materials
○	

Ashley Sanderson

Launching Reader's Workshop

This unit includes lessons to launch Reader's workshop in your classroom. The great thing about these lessons is that you can change them around if you want! Some lessons need to go in order, but some can be changed around to fit your schedule.

I do not claim to know everything there is to know about launching reader's workshop, but these lessons have been used in my classroom and have helped lay the groundwork for a successful reader's workshop.

Enjoy this unit and let me know if you have any questions!

Ashley Sanderson
flyinghighinfirstgrade@gmail.com

When to Introduce Independent Reading

In my classroom we eventually will have independent reading for 10-15 minutes a day. You have to start small! Your students have to build stamina. Start with 5 minutes or less depending on what your students can handle and add more each day.

After each of these mini lessons you can allow for students to have independent reading time. This will be when they record in their reader's response journals. The concept of the reader's response journal will be introduced later in the unit.

You may want to have consistency in your classroom, so if you want to start introducing independent reading the 1st day of school, go for it! Since you probably haven't explained your library yet, I would have preselected books that have been put in a tub that you can rotate from table to table throughout the first week. Make sure to pick a variety of levels.

Always remind the students to be practicing whatever concept you taught that day whether it's what a reader looks like or how to be a good reader.

Lessons Included

1. Purpose of Reading
2. Guidelines for Mini Lesson
3. Guidelines for Independent Reading
4. Guidelines for Centers/Guided Reading
5. Picking a “Just Right” Book
6. “Real” Reading
7. Introduce Reader’s Response Journal
8. The Power of Re-reading
9. Reading Memories
10. Books That We Love
11. Fiction vs. Non Fiction
12. Ways to Respond part 1
13. Ways to Respond part 2
14. Helping Myself While Reading part 1
15. Helping Myself While Reading part 2
16. Decoding Strategies

Lesson 1

Purpose for Reading

Mini Lesson

Today you are helping the students understand why we read.

To start the lesson you can choose a book to read to the class. After reading ask, “why do we read?”

Record answers on a sticky note and stick to your anchor chart. Guide students to other reasons if they do not come up with as many as you’d like.

Ex. To learn, to have fun, to figure something out, to look at the pictures, to learn new words, etc)

You will be amazed at what your students come up with!

I can statements

I can identify different reasons I read.

I can practice reading at home and at school.

Resources

“Purpose for Reading” Anchor Chart

Lesson 2

Guidelines for Mini Lesson

Mini Lesson

Yesterday we talked about why we read. Today we are going to learn about the time we have set aside to learn more about reading.

Explain to the students that for reader's workshop we will always come and meet at the carpet first and then they will get to go off and read on their own. Set expectations for coming and going from the carpet. Fill out part of "looks like, sounds like" anchor chart for "mini lesson". Record answers on sticky notes and stick to the anchor chart.

Turn to your partner and share with them ways you will act during the mini lesson part of reader's workshop.

Allow students to practice coming and going from the carpet. Do role play to show ways to come and not to come to the carpet.

I can statements

I can move to the whole group area quickly and quietly.

I can listen when the teacher is teaching.

Resources

"Looks Like, Sounds Like" Anchor Chart

Lesson 3

Guidelines for Independent Reading

Mini Lesson

Yesterday we talked about how to get to our carpet for our mini lesson learning time. Today we are going to talk about how to act when you get to go off and read on your own!

Before we can go off and read, we have to talk about how to do it. Explain to the students that for reader's workshop we will always come and meet at the carpet first and then they will get to go off and read on their own. Fill out "sounds like looks like" anchor chart for the "independent reading" part. During independent reading time, you stay in one spot, you do not go and visit the library. You read or look at the pictures of the books you have.

Introduce the word stamina and explain that as we grow as readers we are going to build stamina in our reading. We will be able to sit longer and read longer without getting tired and they are going to get to practice that today!

Turn to your partner and share with them ways you will act during independent reading.

Allow the students to practice good reading. They can choose any book they please. We will go over picking "Just right books" later. Building stamina takes time! Time them for a short amount of time, 5 minutes or so. When you give them practice time throughout the rest of the week, up the time and praise them for building their stamina!

I can statements

I can find a just right spot in the classroom

I can model what real reading looks like and sounds like.

I can read in my just right spot until my teacher signals me to stop.

Resources

"Looks Like, Sounds Like" Anchor Chart

Lesson 4

Guidelines for Centers

Mini Lesson

Yesterday we learned how to act when we read on our own, today we are going to start learning about how do we centers in our classroom.

If you are teaching kindergarten, you will want to spend a lot of time going over guidelines for centers since your students have never done them, but if you are in 1st or 2nd, this would be a great time to go over what centers look like and sound like.

Everyone runs their centers differently and you may want to wait to introduce these until a couple of more weeks into the school year. Make sure to spend lots of time on expectations for centers. The more time you spend now, the less time you'll be spending to correct their behavior.

For my centers, this is when I meet with guided reading groups. I do not go into how I do centers until a few more weeks. Today is just spent on how they act.

I can statements

I can list how I should act during centers time.

I can listen while my teaching is talking.

Resources

“Looks Like, Sounds Like” Anchor Chart

Lesson 5

Picking a “Just Right” Book

Mini Lesson

Yesterday we talked about how we will go off to our desks and read books we have chosen. Today we are going to talk about how and why we choose a “just right” book.

Sometimes easy books are fun to read. There are different kinds of books you read when you want to relax. You might pick a favorite picture book you’ve heard read aloud, a book that you have read before and enjoyed, or a new book that won’t take a lot of effort for you to read because the words are easy for you. I’ll write E on the chart for “Easy”.

Just right books are books that you understand well and can enjoy. You read the books smoothly and have only a few places where you need to slow down to figure out a word. These books are books that will help you become a better reader each time you read. Most of the time you should read just-right books. I’ll write “JR” for “just right”.

Challenging books are very difficult for you to read. You have trouble reading many of the words and you don’t understand what you’re reading. You can use the 5 finger trick to see if a book is too challenging. Start reading the book and for every word you come to that you don’t know, put up a finger. When you get through the first page, if you have 5 fingers up, it’s too hard. Put it back and try again. These are books that are too difficult for you to enjoy. Challenging books are not usually good choices. I’ll write C on the chart for “challenging”.

Pose the question “why do you think we should read just-right books?” Turn to your partner and share.

Allow the students to practice choosing a just right book and showing “real” reading. If you are allowing students to have a book bag, then continue on. If you are planning on rotating tubs of books for the 1st week, then skip the next part.

If they look through their book bag and they do not have a just right book, allow them to go the library this ONE time. Be sitting by the library to assist students while picking a book and also you can talk about how to treat the books. Part of my students morning work is to pick just right books to have in their book bags and they are not allowed to visit the library during the day unless it’s their day. This eliminates 20 students at the library at one time. You may choose to have a different rule. Up to you!

Try reading for 7-10 minutes today. Build up the time and praise them for building their stamina!

I can statements

I can use the 5 finger rules to choose just right books.

I can tell when a book is just right for me.

Resources

“Just Right Book” Anchor Chart **prepare anchor chart before or during the lesson**

Lesson 6

“Real” Reading

Mini Lesson

Yesterday we talked about how to pick “just right” books. Today we are going to learn how to do “real” reading.

When you read a book, are you learning something? Yes, if you are paying attention! How can we be good readers? Record students responses on “How to be a good reader” anchor chart. We can read the pictures and tell the story. We can focus on the words and pictures with our eyes moving across the page. We can keep our bodies still so that we can concentrate on reading.

How can you show “real” reading? Share with a partner. Have students act out “real” reading.

Allow the students to practice choosing a just right book and showing “real” reading. If you are allowing students to have a book bag, then continue on. If you are planning on rotating tubs of books for the 1st week, then skip the next part.

If they look through their book bag and they do not have a just right book, allow them to go the library this ONE time. Be sitting by the library to assist students while picking a book and also you can talk about how to treat the books. Part of my students morning work is to pick just right books to have in their book bags and they are not allowed to visit the library during the day unless it's their day. This eliminates 20 students at the library at one time. You may choose to have a different rule. Up to you!

Try reading for 7-10 minutes today. Build up the time and praise them for building their stamina!

I can statements

I can read the pictures in my stories.

I can model what my body looks like when I am focused on reading.

Resources

None

Lesson 1

Introduce Reader's Response Journal

Mini Lesson

Yesterday we talked about what "real" reading looks like. You are learning new things when you are reading and you need a place to write or draw them!

Choose a book to read to the class. Make sure it's a book that all students can easily choose their favorite part of make a connection to.

Read the story to the class and pose any of the following questions:

- *Did you learn something new?
- *What was your favorite part?
- *Does this story remind you of anything?

Have a few students share their responses and then show the students how you will answer the question and record it in your reader's response journal.

Introduce a "reader's response" journal. It can be a composition book or a spiral journal. Either is fine! Use the labels included in this unit to put on the front of the journals before passing them out.

My students always refer to this journal as the girl with the red book journal. For students who can't read, it's good to have a picture of something on the front for them to refer to as well!

Open up to the first page. Write the title on the top line and the date in the right corner.

Either draw or write or both about the book. Once you have demonstrated this, allow students to go back to their desk to do the same during their "independent reading" time! You can have them respond to the book you read as a class or allow them to choose a new book.

They will start recording in the journals every day starting today!

I can statements

I can use my reader's notebook or response journal to write about what I read.

I can record my thinking about my reading.

Resources

Reader's Response Journal for each student

Teacher's Reader's Response journal

August 29, 2013

Don't Let the Pigeon Drive the Bus

○

○

○

Example of
Reader's Response
Journal Entry

Lesson 8

The Power of Re-Reading

Mini Lesson

Today we are going to talk about why it's important to re-read your books, even if you've read the book before.

Watch and listen as I read this book. (pick an easy picture book to read to the class). After reading the book talk about details you heard or saw in the book. Talk about characters, setting, plot, etc.

Explain that you are going to re-read the story and this time you want them to pay attention to NEW things that they didn't see or hear before.

After re-reading the book see what they come up with.

Discuss why it's important to re-read a story.

What if you can't read all of the words? Can you look at the pictures to figure out who the characters are? Where the story took place? Why someone feels a certain way?

Turn to your partner and share 1 reason why it's important to re-read your books. To learn more!!!

Allow students to go back to their desk and read a book they've read before and write in their reader's response journal something NEW that they didn't see/hear before. Walk around and assist students who need help with writing the title and date on their page.

I can statements

I can select a book I've already read, and read it again for fun and practice.

I notice new things and think new thoughts when I reread books.

Resources

Reader's Response Journal

Lesson 9

Reading Memories

Mini Lesson

Discuss your reading life with the students (when you read, what books, favorite memories as a child, who read to you or who you read to now).

Ask the students, “Raise your hand if you have ever had someone read a book to you? How did it make you feel? Why did you enjoy having the book read to you?”

Show a book that you read as a child and talk about how it made you feel and why. Read it out loud if you'd like.

Have the students think of a time that someone read a book to them and share with their partner.

Have student's write/draw about when someone read a book to them. (model this in your reader's response journal before letting them go. Use the title “Reading Memories” instead of a book title.

Tomorrow's lesson we are talking about “Books We Love”. If students have a book they love from home, they can bring it for the mini lesson and independent reading time

I can statements

I can share a reading memory.

I can begin to make fun reading memories of my own.

Resources

Reader's Response Journal

Favorite book from when you were a child

Lesson 10

Books That We Love

Mini Lesson

Yesterday I shared my reading memories. Why do you think after all of these years I still remember about the books my mom or dad read to me?

Today we are going to make a list of books that we love so that we can be reminded how much we love to read.

Make "Books We Love" anchor chart together.

Today and everyday when you go read, remember why you love to read, how it makes you feel, and why it's so important.

Have students grab their favorite book either from home or your library and get together with a partner and buddy read.

This would be a great lesson for a Friday to allow time for buddy reading!

I can statements

I can name my favorite book titles.

I can name my favorite author or type of story.

Resources

"Books We Love" anchor chart

Favorite book

Lesson II

Fiction vs. Non Fiction

Mini Lesson

Last week we talked about "books we love" and we have read a lot of books together since school has started. Today we are going to talk about the difference between fiction and non fiction books.

We have read fiction books like (list off books that are fiction from your books we love anchor chart) Fiction books are not true stories (fake). We have also read information books like (list off books that are non fiction from your books we love anchor chart) All of these books are non fiction. That means they are not fiction. They are true stories that have accurate information.

Revisit Friday's anchor chart "Books We Love" and determine whether the books are fiction or non fiction. Write a F or NF next to the book as a class. Have students show their book if they still have it at school and talk about the features of the book that helped you decide if it was fiction or non fiction.

Today as you read think of the kind of books you are reading. Are they fiction or not fiction?

Allow students to go back to their desk and pick a book from their book box to do a reader's response on. Walk around and help them do their responses or pull small groups to the horseshoe table to go over doing a response.

I can statements

I can sort fiction and non fiction books.

Resources

"Books We Love" anchor chart

Favorite books from Lesson 9

Collection of fiction and non fiction books to show the difference between the 2 types of books

Lesson 12

Ways To Respond

Mini Lesson

We have been doing lots of wonderful reading and thinking about your books. Today we are going to think of other ways that we can respond to our reading.

Have students come up with different way to respond and record on a sticky note. Put on your “ways to respond” anchor chart. (Ex. favorite part, favorite character, is it funny, do you like the book, fiction or non fiction, etc.)

Choose one way to respond and do it whole group. Remember to show students how to put the title of the book on the top line and the date in the right corner.

Allow students to go back to their desk and pick a book from their book box to do a reader's response on how you responded to as a class. (favorite character, favorite part, etc)

I can statements

I can use my reader's notebook or response journal to write about what I read.

I can record my thinking about my reading.

I can date and record the books I read.

Resources

Reader's Response Journal

“Ways to Respond” anchor chart

Lesson 13

Ways To Respond part 2

Mini Lesson

Yesterday we talked about different ways to respond to our reading, today we are going to respond to our reading in another way.

Teach:

****Do another day of reader's response as a class choosing another way to respond (Ex. favorite part, favorite character, is it funny, do you like the book, fiction or non fiction, etc.)**

Active Engagement:

Then allow students to go off and do their own response.

****Do this lesson for as many days as you feel necessary for your students to practice responding****

I can statements

I can use my reader's notebook or response journal to write about what I read.

I can record my thinking about my reading.

I can date and record the books I read.

Resources

Reader's Response Journal

"Ways to Respond" anchor chart

Lesson 14

Helping Myself While Reading part 1

Mini Lesson

We have been learning about how to respond to our reading and today we are going to talk about what to do while your teacher meets with a small group.

(In my class, I meet with small groups while students are doing independent reading before we break off into centers.)

Go over how your students will handle "problems" if you are working with a small group.

Share with your shoulder partner how you are going to "fix" your problem when your teacher is with a small group.

Allow students to go back to their desk and pick a book from their book box to do a reader's response. Walk around the room and redirect students who are having trouble "fixing" their problems.

I can statements

I can show respect to my teacher and classmates by staying on task during independent reading time.

I can work quietly and take care of myself during independent reading time.

Resources

Reader's Response Journal

"Ways to Respond" anchor chart

Lesson 15

Helping Myself While Reading part 2

Mini Lesson

Yesterday we talked about how to "fix" a problem when the teacher is working with a small group. One of the problems you may have is when you stuck on a word.

Introduce some ways you can try to figure out a word.

****This would be a great place to introduce some of the decoding strategies attached to the unit. You can use these in guided reading groups throughout the year too!****

Share with your shoulder partner one way you can try when you get stuck on a word.

Allow students to go back to their desk and pick a book from their book box to read. Walk around and listen for students using the decoding strategies the class talked about.

I can statements

I can help myself while my teacher is working with others.

I can use appropriate voices during Reader's Workshop.

I can problem solve when I get stuck on a word I do not know.

Resources

Reader's Response Journal

Decoding Strategies anchor charts

Lesson 16

Decoding Strategies

Mini Lesson

Yesterday we talked about how to "fix" a problem when the teacher is working with a small group. One of the problems you may have is when you stuck on a word.

Continue introducing decoding strategies. You can do 1-2 strategies a day.

Share with your shoulder partner one way you can try when you get stuck on a word.

Allow students to go back to their desk and pick a book from their book box to read. Walk around and listen for students using the decoding strategies the class talked about.

I can statements

I can help myself while my teacher is working with others.

I can use appropriate voices during Reader's Workshop.

I can problem solve when I get stuck on a word I do not know.

Resources

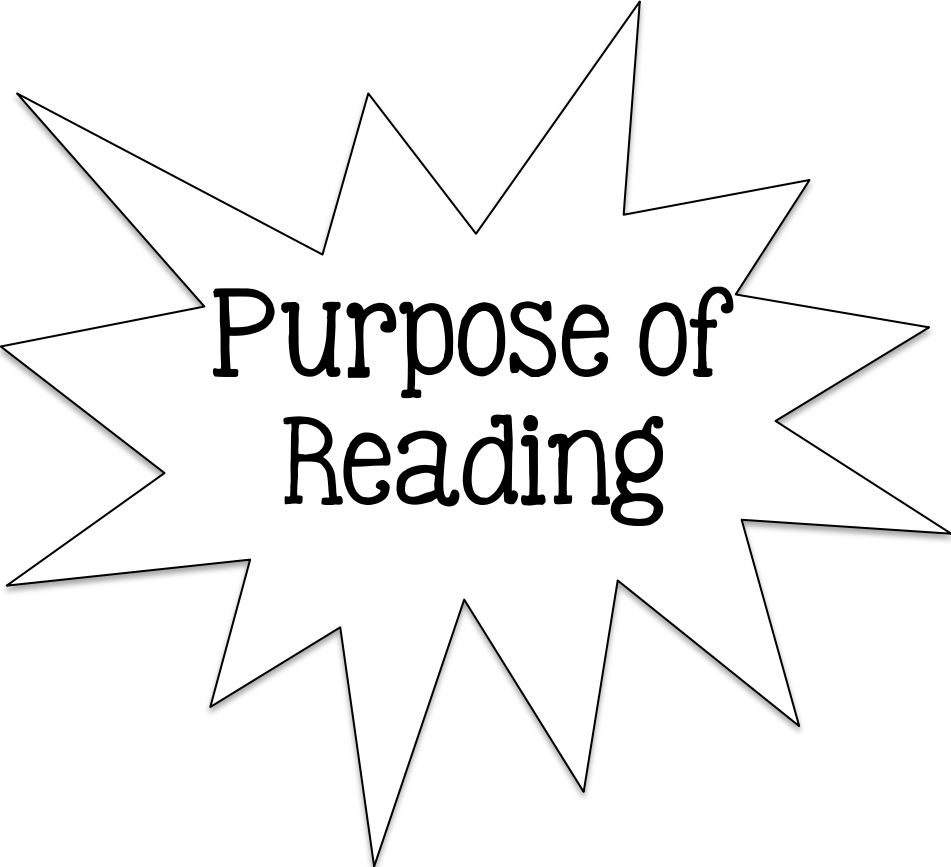
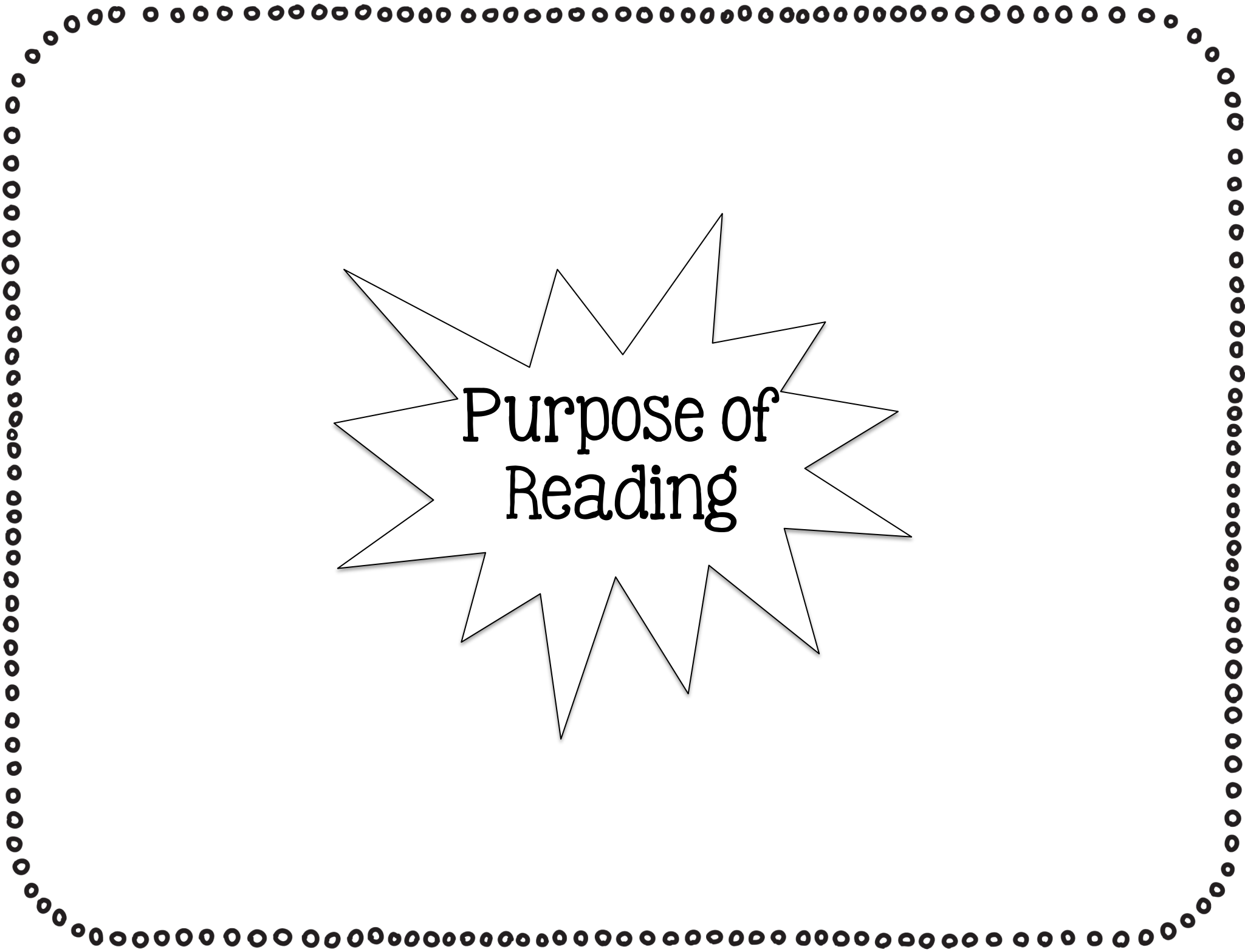
Reader's Response Journal

Decoding Strategies anchor charts

Anchor Chart

Examples

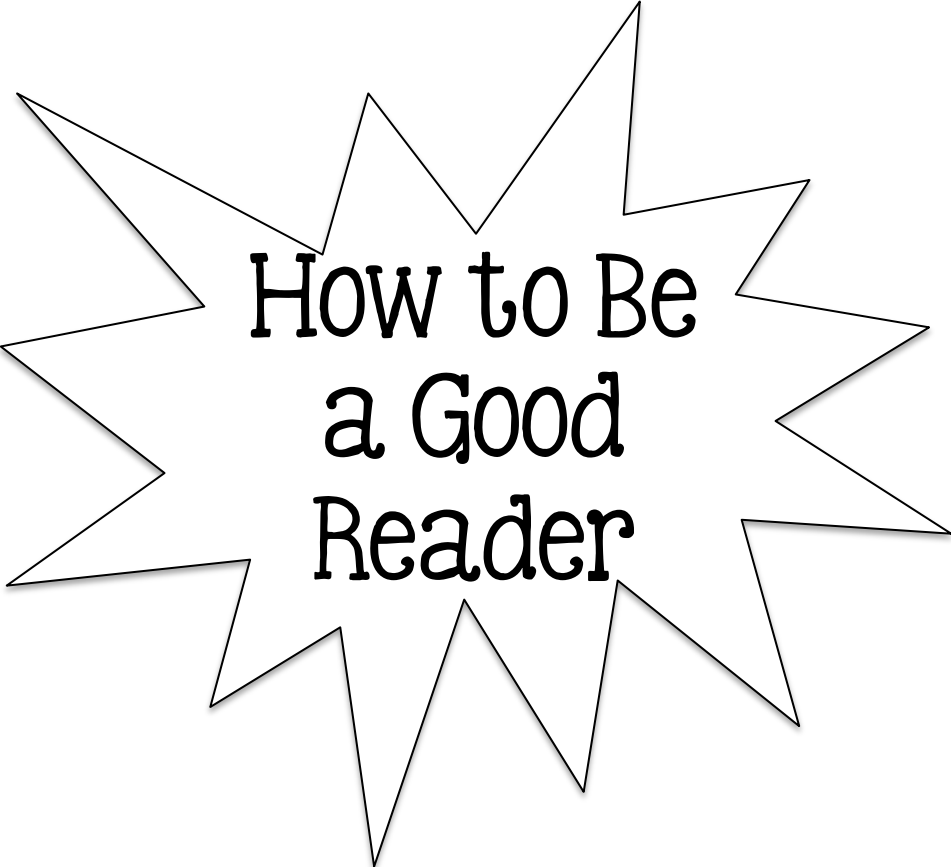
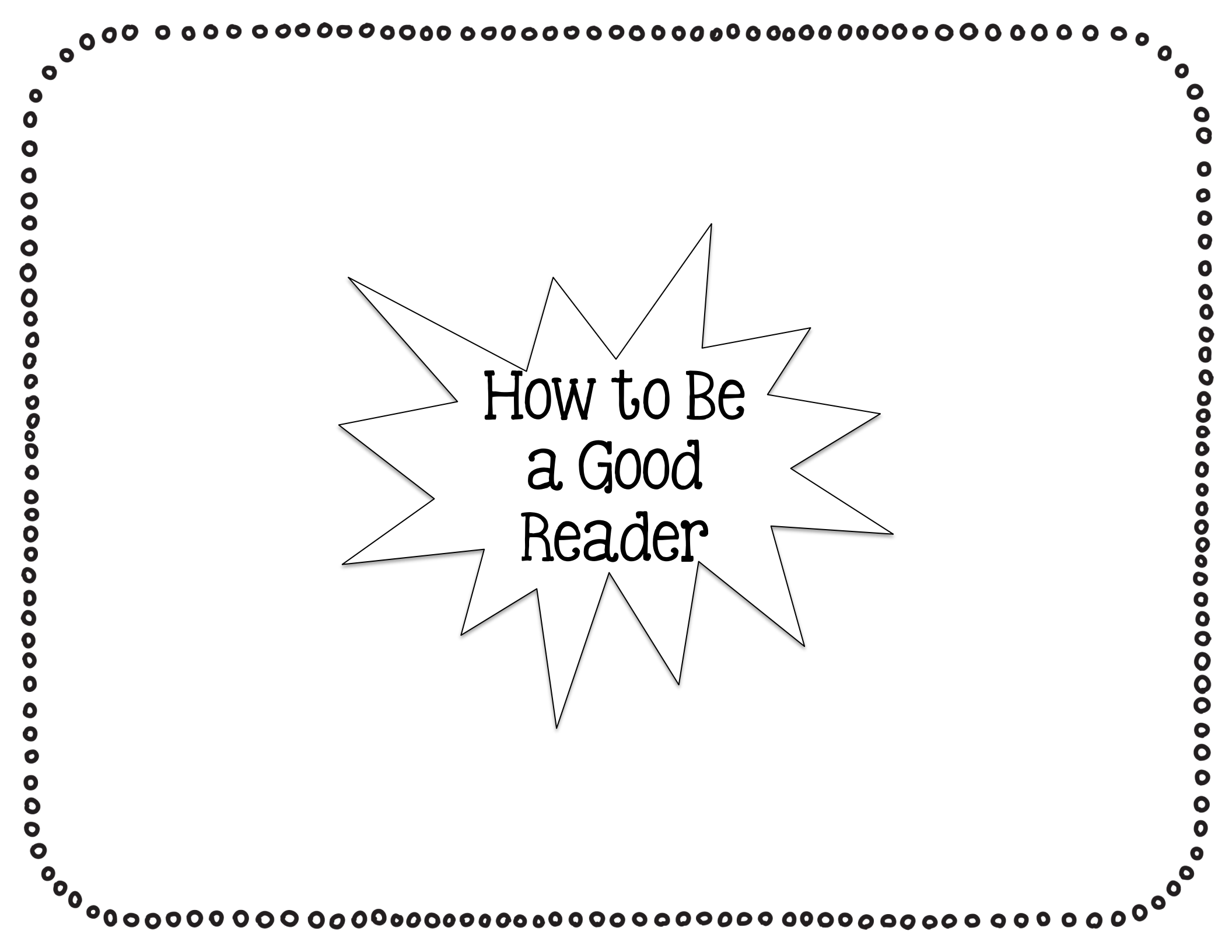
Use the following pages and reproduce on a piece of white chart paper or for old grades, print pages, for students to record their answers.



Purpose of Reading



Ways to Respond



How to Be a Good Reader

	Looks Like	Sounds Like
Mini Lesson		
Independent Reading		

	Looks Like	Sounds Like
Mini Lesson		
Independent Reading		
Sharing		

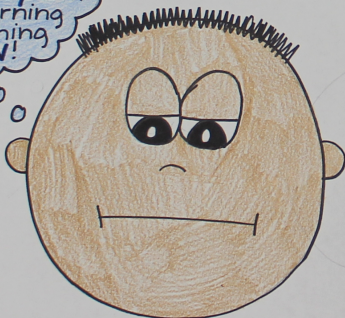
	Looks Like	Sounds Like
Mini Lesson		
Independent Reading		
Guided Reading and Centers		

"Just Right" Reading

Too Easy (E)

- it's a book you've read before
- you read it to relax
- words I can read easily

This book is too easy! I'm not learning anything NEW!



E

Just Right (JR)

- you can read it smoothly
- you can talk about the book
- it will make you a better reader

This book is just right! I learned something new and can talk about my book!



JR

Too Hard (H)


- you have trouble reading the words
- 5 finger trick
- you don't know what's going on!

This book is too hard! I'm not learning ANYTHING!

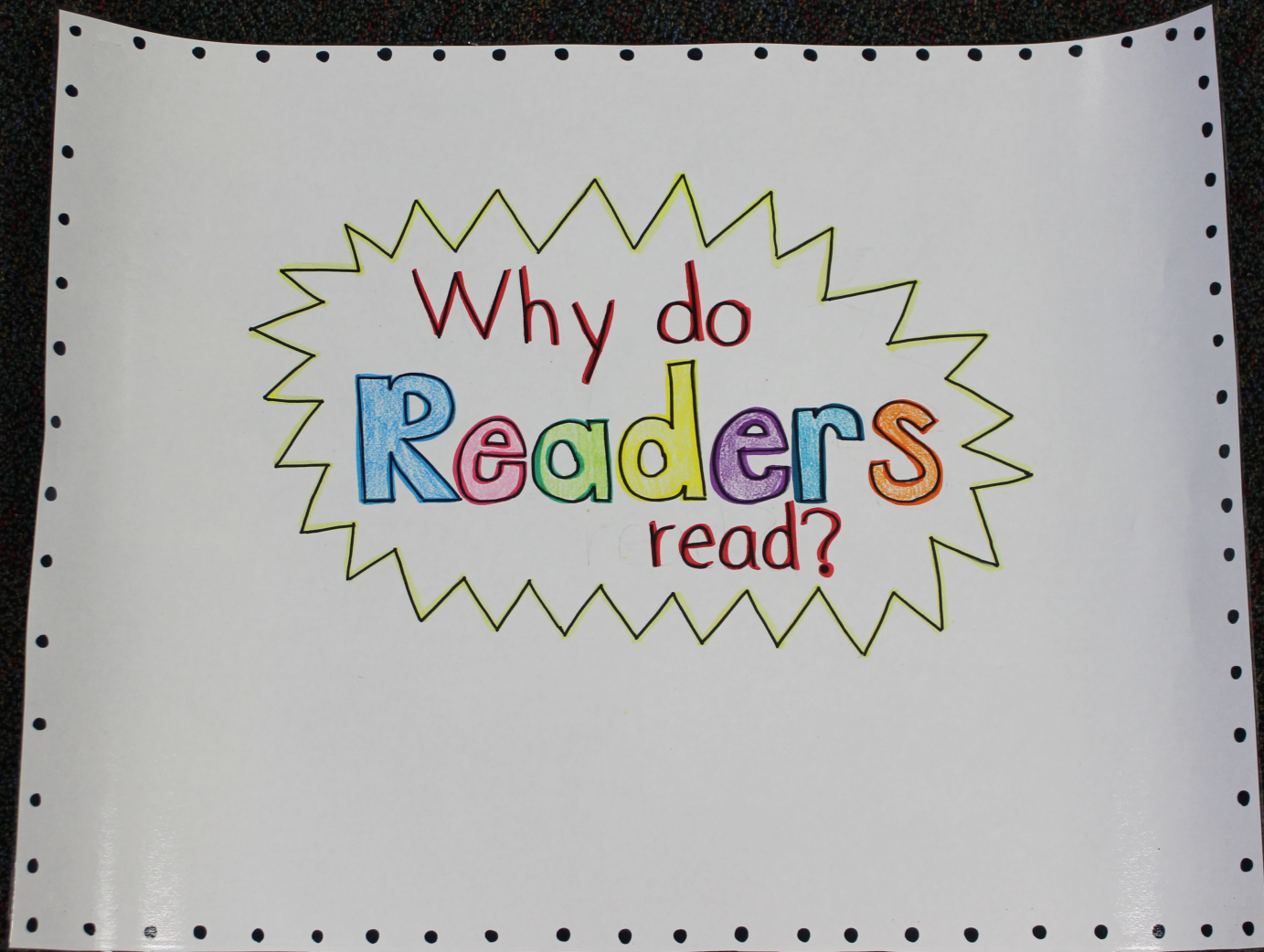


H

Anchor Chart Examples

Reader's Workshop		
	Looks Like 	Sounds Like 3
Mini Lesson		
Independent Reading		
Guided Reading and Centers		

Anchor Chart Examples



Books We Love



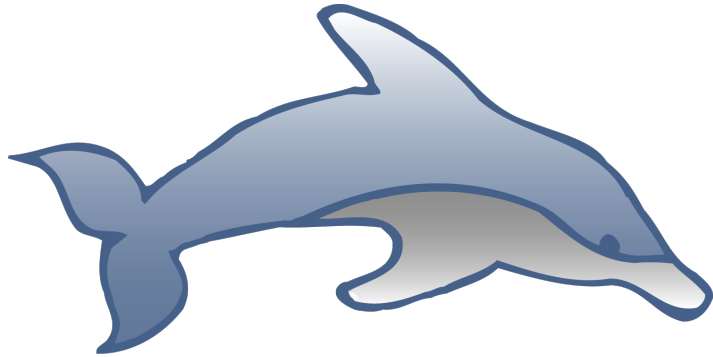
Decoding Strategies

Anchor Charts

Print off and use to teach decoding strategies. Then display in classroom for students to refer to throughout the year.

****I do not take credit for the decoding strategies ideas. I couldn't find what I liked online. I have changed some of the animals to best fit my classroom.****

Flipper the Dolphin

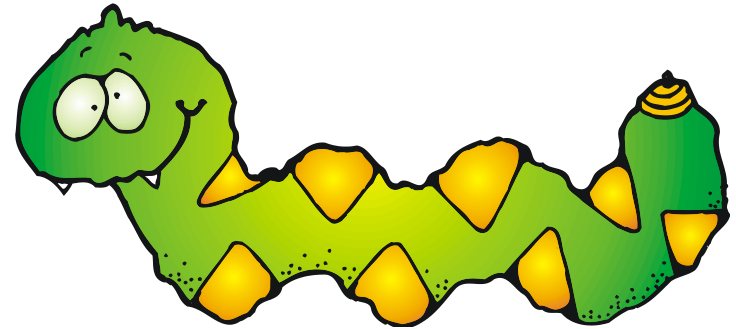


Flip the vowel sound!

Try the other vowel
sound.

Change your vowel sound
from short to long or long
to short.

Stretch the Snake



S-T-R-E-T-C-H out the
word!

Slowly say each sound in
the word.

Put the sounds together
to figure out the word.

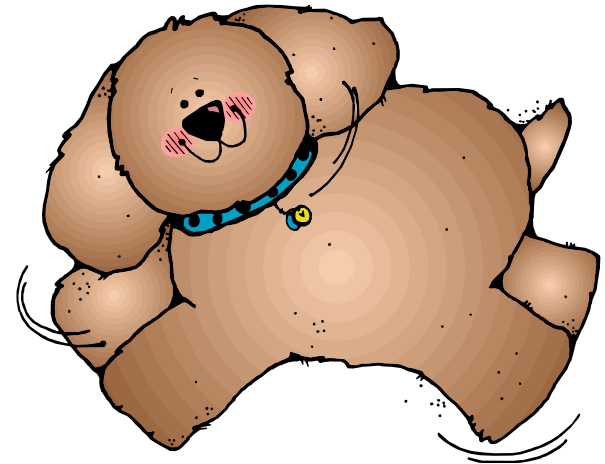
Eagle Eye



Look at the
pictures!

Look at the pictures
to help you figure out
what the words are.

Peeking Puppy

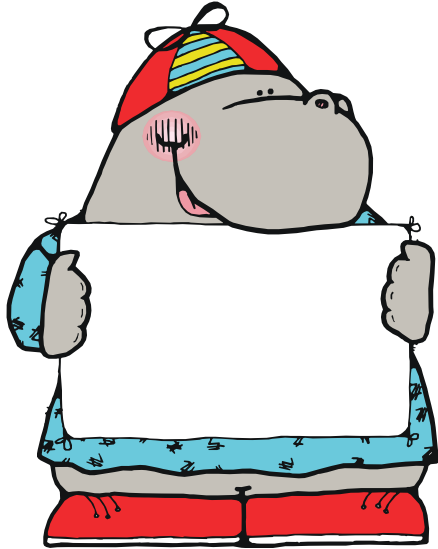


Check the pictures
and the words!

Go back and forth
between the pictures and
the words.

Do they look right?
Does it make sense?
Does it sound right?

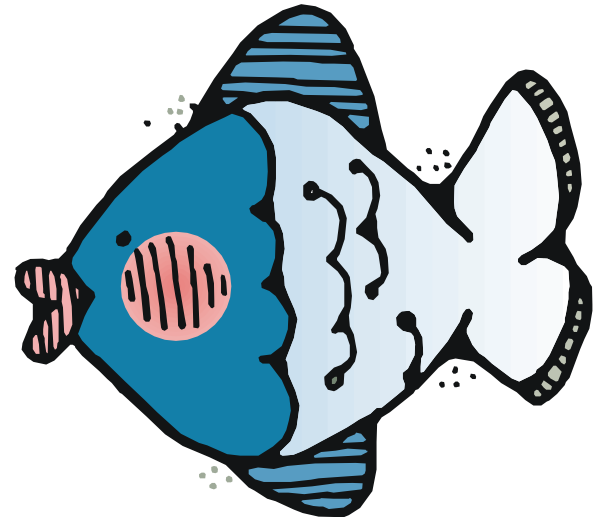
Helpful Hippo



Ask for help!

Once you've tried all
of the other
strategies, mark
your page to ask for
help!

Lips the Fish



Get your lips ready!

Start by saying the first
few sounds.
Read to the end of the
sentence.
Then go back and try the
word again.

Hoppy the Frog



Hop over the word!

Hop over the word you
don't know and finish the
sentence.

Hop back and read the
sentence again and
again.

Chunky the Monkey



Chunk the word!

Look for a chunk you
know (-at, -an, -it, -am)

Look for beginning and
ending sounds you know
(br-, -ing, -ed, -ump)

Tryin' Lion



Try, try again!

Try reading the word again.

Try a word you think makes
sense.

Try starting at the
beginning of the sentence
again.



READER'S Response Journal Labels

Print labels onto Avery labels 18163
or 5163.

Reader's
Response
Journal



Reader's
Response
Journal



Reader's
Response
Journal



Reader's
Response
Journal



Reader's
Response
Journal



Reader's
Response
Journal



Reader's
Response
Journal



Reader's
Response
Journal



Reader's
Response
Journal



Reader's
Response
Journal



Acknowledgements

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KG fonts

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Scrappin' Doodles



Enjoy this unit and let me know if you have
any questions!

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